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College Entrance Credits in Commercial Subjects

By Paul S. Lomax

Director of Business Education, Trenton, New Jersey

THE discussion of the topic "College Entrance Credits in Commercial Subjects" is presented from a three-fold angle:

- (a) Technique commercial subjects.
- (b) Related commercial subjects.
- (c) General subjects.

This paper has to do with the first division of the topic, that of technique commercial subjects.

In the discussion of technique commercial subjects two important considerations need to be kept in mind.

(1) A technique commercial subject is a vocational subject which is designed to provide the student with that special knowledge and skill which are involved in a particular business Subject Is employment. An example is stenography, which is designed to provide preparation for stenographers. On the other hand, a related commercial subject

is one in which certain kinds and principles of fundamental or common knowledge are closely applied to the technique or vocational subjects. An example is business English, in which are emphasized those kinds and principles of English grammar and composition which are deemed essential for a stenographer to know.

(2) Of the seven cardinal objectives of secondary education, as proposed by the National Education Association committee on the reorganization of secondary education, it is at once apparent that those of command of fundamental processes and of vocational education center in the technique and related subjects. The remaining five cardinal objectives are achieved either through the general subjects or commercial subjects or both. Therefore in this discussion of college recognition of commercial subjects we are keeping in mind a proper balance of these subjects in combination with general subject groups, as English, social sciences, mathematics and science, in order to afford a student a well-rounded and complete education in his relations to his vocation, home, community life and leisure time.

There are three major groups of

technique commercial subjects which are now generally recognized in our secondary schools and for which a well-organized educational content exists. These three groups are (1) accounting, (2) secretarial, and (3) merchandising and salesmanship. In all three of these major groups there are at present opportunities in certain colleges and universities for higher educational courses leading to a bachelor's degree.

With this situation existing, the question at once arises should not

Recognition of Secondary Commercial Credits Due

colleges and universities in general give more extensive recognition of commercial credits which are earned in approved secondary schools, so that a student who pursues an accounting curriculum, for example, in an approved secondary school may enter the college or university for advanced preparation in accounting, receiving upon entrance full credit for his high school work? Similarly, in the vocational subject groups of stenography and salesmanship. The college or university has no right to assume that all the preparation for the vocations of accountant, secretary, and salesman should be done in the higher institution, and, therefore, there exists no need for any recognition of secondary courses of study in these vocational pursuits. As a matter of fact, it is in the secondary educational period that the vocational choice of boys and girls should be made in most cases and, therefore, when initial preparation should begin. It is consequently in the interest of highest ambition and achievement on the part of commercial students

that the college should encourage and utilize to the utmost commercial credits which have been earned by such students in approved secondary schools.

For this reason it is high time that the colleges and universities

Commercial Students Outnumber Academic

should work out in counsel with the secondary schools a standard and comprehensive plan of college entrance credits in commercial subjects for work done in approved high schools. In so doing, consideration will be given to one of the major groups of secondary school students. In the Trenton Senior High School, forty per cent of the sophomores, forty-nine per cent of the juniors and twenty-four per cent of the seniors are classified as commercial students. This large proportion of commercial students prevails in secondary schools throughout the country.

The college standard requirements, as a basis of accrediting approved secondary-school

College Entrance Requirements and Vocational Requirements Alike in Objective

commercial work, however, must conform with the requirements of the particular vocations for

which the commercial technique subjects are designed to prepare. Among the seven cardinal objectives of secondary education is that of vocational education, and it is the vocational objective that the commercial subjects are intended to achieve. Practically all our secondary school students leave school to enter employment direct. Consequently, our teaching must be in terms of their vocational needs rather than in terms of college entrance require-

ments, if any variance exists in the nature of these two sets of requirements. On the other hand, why should not the vocational requirements and the college entrance requirements tend to be the same, as it should be the common objective of both secondary and higher education to conform to business practice in the matter of technique commercial subjects. With this result accomplished, the interest both of students who enter employment direct and of those who enter college direct are happily met by the same educational procedure. To fit a secondary school student for a vocation should not unfit him for college entrance.

The most encouraging development of secondary commercial edu-

Square the College with Business

cation to-day is the tendency to make our school standards increasingly conform with those of business practice. In so doing we have broken away, more and more, from arbitrary academic standards which have been imposed upon commercial work in its essential association with the general subjects. This heartening tendency to make commercial education vocational should be fostered and maintained in every way as a fundamental course of procedure. Therefore, in connection with the matter of college entrance credits, we need to be constantly on our guard to see that

secondary commercial education is not made to square with any arbitrary college entrance requirements which may be wholly out of gear with the requirements of the vocations for which we are seeking to prepare our boys and girls most of whom leave secondary schools to enter these vocations direct.

In the matter of college entrance credits we must not overlook the fact that a few colleges and universities, as New York University, will accept as regular students those who hold a diploma from a recognized four-year high school, or the equivalent. This means with reference to such an institution that it is not necessary for us to have any so-called commercial college preparatory

curriculum. Any student who finishes an accounting curriculum in an approved high school may enter New York University and further his accounting preparation. Graduates of the secretarial, merchandising, and salesmanship courses may do likewise. This procedure is also one of great importance to commercial students electing to teach these subjects rather than engage in their practice. Such students may enter the University and prepare for high school commercial teaching, with their high school credits properly recognized. It is possible that this is the most sensible solution of the college entrance problem.

OUR NATIONAL ANNIVERSARY

We celebrate to-day no idle tradition—the deeds of no fabulous race; for we tread in the scarcely obliterated footsteps of an earnest and valiant generation of men, who dared to stake life, and fortune, and sacred honor, upon a declaration of rights whose promulgation shook tyrants on their thrones, gave hope to fainting freedom, and reformed the political ethics of the world.

—A. H. RICE.

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

WE HAVE just learned that authority has been granted by the State Board of Education to the Rider College of Trenton to award the degrees of Bachelor of Accounts and Bachelor of Commercial Science to high school graduates who take the full two-year course in Business Administration, Higher Accountancy, Secretarial and Commercial Teacher Training. This, we believe, is the first honor of the kind ever to be granted to a private commercial school by any State Board of Education in the United States. While the honor will naturally mean much to the college, which is one of the oldest and most successful commercial schools in the country, it will also, we believe, be of considerable interest to the private school profession generally. The business school is rapidly coming into its own these days. The history of Rider College, under the leadership of Messrs. Moore and Gill, is a history of fine achievement and advancement, and the honor thus bestowed upon the college is richly deserved.

How many words a minute can you write? Well, if you could write over 175—in fact, if you had nearly qualified on the 215-word “take” at last year’s N. S. R. A. Contest, and had come home with a 175-word certificate in your pocket (or handbag, or suitcase, we’re not sure just which)—something that, so far as we know, no other shorthand teacher in the country has accomplished—and, then, it had been announced in cold type that you had just missed the 175 mark—what would you do?

Well, Miss Evans didn’t do anything but laugh about it! If an error

had been made in mentioning the record of any of her students in the Expert Department at Gregg School, we should undoubtedly have “heard” about it.

But the least we can do is to apologize for unintentionally lessening Miss Evans’ remarkable speed, and to make sure that you know we *knew* better! You probably noticed the error yourselves in reading that N. S. R. A. Contest announcement on page 373, last month, and had a quiet little smile over it!

△ △ △

Not long ago we received a copy of the *Business School News*, a small sheet in newspaper style gotten out “every little while” at Duluth School of Business, Duluth, Minnesota. News of the school and its students filled the columns, as it does, of course, in such school organs, but what caught our eye was the novel way of getting the margins to work, too. In red print along the right margin of the first sheet, we found, “We teach individuals instead of classes. That explains the success of our graduates.” And on the left of the back page the pertinent question, “Are you working or are you grumbling about the hard times?” And the equally pertinent observation following, “It is only a question as to whether or not you are trained to do something well.”

△ △ △

Another loss has been sustained by the teaching profession in the passing of Mr. J. F. Weinberger, head of the commercial department of Shortridge High School, Indianapolis. In this capacity, Mr. Weinberger was assiduously devoted to his duties, assuming an (Continued on page 399)

"Weight-Power" vs. "Muscular Exertion"

A Discussion of Mr. Canavello's Theory of Typewriting

By Martha G. Teeters

Typewriting Department, Sandusky High School, Sandusky, Ohio

IN RECENT numbers of this magazine, there have appeared interesting articles by Mr. Robert Canavello, advocating the use of "weight" instead of "muscular exertion" in the teaching of typewriting, and on these articles, comments have been invited. Applying the subject of "weight" as used in piano playing to the teaching of typewriting is, indeed, a novel theory. In order to comment justly upon the theory of a speed champion and an accomplished musician such as Mr. Canavello, one should have a knowledge of piano as well as typewriting technique.

Mr. Canavello presents, as the fundamental idea of weight-touch-typing, the theory of using gravitational force upon relaxed arms to supply typing-power. Thus the arms, falling, do the work with their weight, no muscular force being exerted against the keys. The only muscular exertion necessary is that needed to raise the arms.

I consider this theory impractical, first, because of the difficulty in instructing beginners in the technique of typing by weight-power. The art of typewriting must be presented to the average high school or business college students in the simplest manner possible. Their minds are not those of professional typists and accomplished musicians. Their knowledge of the typewriter is limited, the typewriter being to them at this stage, a mysterious device of springs, levers, and keys. If

the idea of weight typewriting were presented to them, it would prove an unnecessary complication in the mastering of typing. Students are inclined to confuse the idea of weighting the keys with that of pressing the keys, and the result is, of course, an imperfect, blurred letter. Making the weight-power principle clear and seeing it properly applied would prove no easy problem in teaching typewriting. Any system of teaching that requires a maximum amount of effort on the part of the teacher in both teaching and supervision is impractical. I should like very much to see Mr. Canavello starting a class of from twenty to thirty, applying his weight-power theories.

Besides being difficult to present to average students, the theory proves

**Students'
Time too
Short to
Master
"Weight"
Typing**

inefficient because of the time it takes to master "weight" in typing. It is true that Hoffman, Godowsky, Paderewski, and many other great musicians rely upon the weight

of their arms, instead of upon muscular exertion. The result of their piano technique is tone. To attain this quality of tone, musicians are willing to devote months and years to practice. The direct result of a typist's technique is the clear print of the letter struck. This he expects to be able to print within one or two days after beginning the study of typewriting. Accuracy and speed in producing printed letters are the result of the

development of this technique. Most students are compelled from necessity to master typewriting in the shortest time possible. Why not, then, teach by methods to obtain the quickest and most satisfactory results for students of this type? If the pupil shows marked ability, he will later quickly grasp the weight-power idea with a little help and explanation from the teacher.

As Mr. E. W. Barnhart has stated in his recent articles, I believe that

Typing a ing stages can never
Muscular be anything but a
Skill Subject muscular skill subject,

following the well-known laws governing the acquisition of skill in any ordinary field of manual labor. The movements are no different from those mastered in handling a pen, knitting, or in acquiring any simple manual dexterity or skill. This muscular skill can not be acquired by any fixed method but can be gained only by experimenting. I consider the instructions, "Strike the key a sharp blow," absurd, as well as the "little hammer" theory. A learner must discover for himself the precise instant and with what degree of force each muscle should act to give the correct results. He finds that if he strikes too hard he has cut the paper or ribbon; if he strikes too lightly, he has made no impression at all; if he does not lift his finger quickly enough after hitting the key, he finds two impressions. Thus by experimental verification, the beginner acquires a knowledge of what motions will give a satisfactory impression. Efficient typewriting teachers will instruct their pupils from time to time as to the "get away" movement, the "balanced, self-supported arm," and other methods by which they may develop their

powers and acquire skill in typing with a minimum of muscular exertion.

Possessed of a knowledge of the fundamentals of typewriting, the ultimate degree of expertness depends largely upon the student himself. If he is interested in attaining any degree of expertness,

he will be glad to devote time to developing skill by applying the weight-power principle.

It is interesting to know that research work such as Mr. Canavello's is being done in the

Impractical typing field. His prin-
for Average ciple will undoubtedly
Students be of value to experts

who seek the most desirable movements for ease and endurance as well as speed. For those people who can devote the time necessary for developing weight-power-typing, the theory will probably prove invaluable, as Mr. Canavello hopes; but for the average beginning typist, it is far too impractical.

[The editor will be glad to receive other discussions of Mr. Canavello's, or of Mr. Barnhart's, recent articles.]

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Teachers' Certificates

SINCE the last announcement the following candidates have received Gregg Teachers' Certificates:

Elizabeth E. Bailey, Los Angeles, Calif.
Bess A. Bazemore, Columbus, Ga.
Mrs. Anna Lyall Beatson, Kelso, Wash.
Agnes V. Dame, Cohoes, N. Y.
Maurice A. Dunn, Bellingham, Wash.
Mr. Frank J. Ernst, Mt. Angel, Oregon
Esther M. Gensler, Manchester, N. H.
Elsie Goodnow, Manchester, N. H.
Margaret C. Harrington, Washington, D. C.
Susan E. Haulenbeek, Portland, Oregon
Eunice Helen Hewins, Springfield, Mass.
Louise Ouida Jones, Sunnyside, Nev.
Olga A. Leide, Thompsonville, Conn.
Lillian Frederickson, Coeur d'Alene, Idaho

Coming, August 9—

All-American Typewriting Championship Contest

"THIS will be one of the largest contests ever held, and with classes so arranged as to be open to every school in the country. The fact that little time has been given for preparation is an advantage rather than a drawback, for it places all schools on the same level, and medals and trophies will be won solely because of all-the-year work in the typewriting room, and not from special preparation given to a few bright students.

Make your entries without delay—win or lose, you will find that the enthusiasm created will show itself in next year's work." This is the message with which Mr. Kimball announced the American Typewriting Championship Contests to be held under the auspices of the Pageant of Progress on the Municipal Pier at Chicago, August 9, 1922, at 2:30 p. m.. The official announcement—a most attractive four-page circular—reached us too late for us to pass on the data to you last month, but you may have received copies personally. We append the description given of the various classes open in this contest. Entry blanks, rules, affidavits, etc., together with any further information which may be desired, can be had by writing J. N. Kimball, manager of the contests. Address him at 150 Nassau Street, New York City, up to August 1, after that date Mr. Kimball's address will be Care Office Appliances Magazine, 417 South Dearborn St., Chicago.

CLASS A

ALL-AMERICAN CHAMPIONSHIP

Open to any typist in the United States or Canada, without restrictions—contestants to write thirty minutes from printed copy.

Prizes.—The winner will receive the title "American Typewriting Champion, 1922," and a *Baby Grand Piano*. Second, third, fourth, and fifth will receive valuable prizes to be announced later.

CLASS A—2

COMMERCIAL ACCURACY CONTEST

Open to any typist in the United States or Canada. Thirty minutes' writing from printed copy, with privilege of correcting errors as they are made. No errors to be corrected after the blowing of the final whistle. Errors are to be corrected so as to be practically undetectable.

Prize.—A valuable prize will go to the winner.

CLASS B

AMERICAN SCHOOL NOVICE CHAMPIONSHIP

Open to pupils of any school in the United States or Canada who never used a typewriter in any way, or received any form of typewriting instruction, previous to August 1, 1921. Pupils must be entered by their school—personal entries will not be accepted. The fact that a student has finished his course and is now in a position will not affect his standing as a novice.

Prizes.—School entering winning pupil will receive the American School Novice Championship Trophy, to be held until the next American School Novice Contest, and to be inscribed with name of winning school, winning student, and net rate made. Winning student will receive title "American Novice Typewriting Champion, 1922," and a gold medal.

Silver and bronze medals will go to second and third, respectively.

Writing will be fifteen minutes from printed copy.

Entries in Class B must be accompanied by affidavits showing eligibility.

CLASS C

ILLINOIS SCHOOL NOVICE CHAMPIONSHIP

Open to the pupils of any school in Illinois (public or private) who never used the typewriter in any way, or received any form of typewriting instruction, previous to September 1, 1921.

Entries must be made by the school of which contestant is a pupil.

Prizes.—Winning school will receive the Illinois School Novice Trophy (now held by the Gregg School of Chicago)—trophy to be retained until

next Illinois Contest, and to be inscribed with name of winning school, winning student, and net rate made.

Winning student will receive title "Illinois Typewriting Champion, 1922."

Gold, silver, and bronze medals will go to first, second, and third from *Private Schools*, and to first, second, and third from *High Schools*.

Writing to be fifteen minutes from printed copy.

CLASS D

ILLINOIS HIGH SCHOOL CONTEST

This is a team contest open to any high school in the State of Illinois. Each team will consist of three pupils entered from the same school, but any school may enter as many contestants as desired, the three highest in that school's results being considered as constituting the team for that school.

Pupils in this contest must never have used the typewriter in any way, or have received any form of typewriting instruction, previous to *September 1, 1920*, this being practically a two-year test.

Prizes.—School entering winning team will receive the Illinois High School Trophy (now held by Proviso High School)—the trophy to be retained until the next Illinois High School Contest, and to be inscribed with name of winning school, students of team, and average net rate made.

Members of winning team will receive gold, silver, and bronze medals for first, second, and third, respectively.

Time of writing, fifteen minutes from printed copy.

CLASS E

AMERICAN PAROCHIAL NOVICE CONTEST

Open to the pupils of any Parochial School in the United States or Canada, who never used the typewriter in any way or received any form of typewriting instruction, previous to *September 1, 1921*.

Prizes.—Winning school will receive the American Parochial School Novice Trophy, to be held until the next American Parochial School Contest—trophy to be inscribed with name of winning school, student, and net rate made.

Gold, silver, and bronze medals will go to first, second, and third, respectively.

CLASS F

CHICAGO PAROCHIAL SCHOOL NOVICE CONTEST

Open to students of any Parochial School in Chicago. Pupils never to have used the typewriter in any way or received any form of typewriting instruction previous to *September 1, 1921*.

Prizes.—To winning school the Chicago Parochial School Trophy, to be held until the next Chicago Parochial School Contest.

Winning student will receive title "Chicago Parochial Novice Champion, 1922," and gold medal. Silver medal to second, and bronze to third.

A typist may enter as many classes as he is eligible for—thus a High School Novice (September 1, 1921) might enter Classes A, B, C, and D, but a pupil in Class D (September 1, 1920) would not be eligible except in Classes A and D.

In team contests the results will be decided by the net average of the three highest typists entered by any school; thus if the figures were 40, 50, and 60, the net average of the team would be 50.

Contestants must furnish machines, but everything else will be provided by the management. If desired, contestants may furnish their own tables and chairs, but it is not at all necessary to do so. Wisdom would suggest that the machine the pupil has been using, and with which he is perfectly familiar, may be better for contest work than one hired for the occasion or even a new machine of the same make. Specialists will be on hand who will render service in the way of putting all machines in the best shape.

All machines must be in place at 1 o'clock p. m., and each must bear a tag with name and address of the user.

Contests will be strictly in accordance with International Rules, and no entry fee will be required from any contestant.

We hope to see a big representation from all over the country to give a fine send-off to this new All-American event. We shall be glad to have you make our offices your headquarters during your stay in Chicago.

Eastern Commercial Teachers' Association Convention

Trenton, N. J., April 12-15

(Continued from the June issue)

General Session

Report by H. A. Hagar

AT THE general session on Friday morning, the subject "Problems in Education" was discussed by Dr. Thomas E. Finnegan, Commissioner of Education, Harrisburg, Pennsylvania; Mr. Owen D. Evans, Director of Continuation Schools for Pennsylvania; Col. R. I. Rees, Chief, Rehabilitation Division of the Veterans' Bureau, Washington, D. C.; Mr. J. T. Chapman, Superintendent of Schools, New Brunswick, New Jersey; and Dr. L. H. Cadwallader, of the South Philadelphia High School for Girls.

The first four speakers discussed the subject from the viewpoint of the executive, while Doctor Cadwallader confined her remarks to the problems of the classroom teacher. Doctor Cadwallader's paper was printed in full in last month's issue of this magazine.

After hearing the address of Doctor Finnegan, it was not difficult to account for his remarkable success in reorganizing the Pennsylvania school system. Speaking directly to the commercial teachers, Dr. Finnegan said: "You represent one of the most important fields of education. In the state of Pennsylvania alone, there are more than one hundred thousand pupils taking commercial courses. You are a part of a great system—of a great work. Therefore you must know not only your special subjects,

but you must know your part in the general scheme of education. You must join your forces with others in the general scheme to work out the big problems of education."

Mr. Chapman, among other things, emphasized the necessity of proper housing and equipment; also the proper classification and grouping of pupils, which, after all, is tied up with housing and equipment. The classification of students should not be made on the basis of intelligence tests alone, but by a combination of intelligence tests, standard measurements, and teachers' ratings. While Mr. Chapman stressed the importance of college training for teachers, he said that experience is just as important as educational training, and that the teacher of long experience is often a better teacher than the modern college graduate.

The address of Colonel Rees was an eloquent plea for special help and

Training for Ex-Service] Men

individual instruction for the ex-service men now in training in the commercial schools of the country. Schools having these boys in their charge should, as far as possible, find out the specifications for the job for which the boys are being trained, and then plan their instruction accordingly. Specific training for each student was the keynote of the address. Colonel Rees spoke in commendatory terms of the way in which the rehabilitation work is being conducted by the private commercial schools of the country. Nearly one-

third of the burden of the rehabilitation work, according to Colonel Rees, rests on the shoulders of the commercial schools.

"Problems of the Continuation Schools of Pennsylvania" was the

The

**Continuation
School**

subject discussed by Mr. Evans. It is plain to be seen that Mr. Evans is "on to his job" and that he is the right man in the right place. More than forty thousand pupils between the ages of fourteen and sixteen, according to Mr. Evans, are now attending the continuation schools of Pennsylvania. About forty per cent of these students eventually go into commercial pursuits, while sixty per cent go into industries. "Proper guidance," said Mr. Evans, "is the first need of the continuation school pupil. Through the continuation schools thousands of boys and girls everywhere are enabled to find their places in life." The work, however, to be successful, must be in the hands of trained teachers who not only know their pupils but who are in entire sympathy with the work they are doing.

Commercial Round Table

Report by Arnon W. Welch

AT THE commercial meeting, Mr. E. E. Kent, Auburn Business School, Auburn, New York, presided.

**New Courses
for the
Business
College**

The program was divided into two parts. On the first part—"What subjects or courses should be added to the Business School curriculum to meet the present demands of the Business Community"—papers were read by Mr. S. C. Williams, Rochester Busi-

ness Institute, New York, Mr. D. C. Sapp, Beacom Business College, Wilmington, Delaware, and Mr. A. M. Lloyd, Banks Business College, Pa.

Mr. Williams emphasized accounting and salesmanship; Mr. Sapp insisted on more commercial law and business organization; and Mr. Lloyd added to those already named, commercial teacher training, public speaking, and economics. Salesmanship received the greatest amount of attention in the discussions from the floor, and was by far the most popular subject. Actual selling practice was strongly urged in connection with such a course.

The second part of the program was devoted to "Classroom Topics," and the following papers were read:

"The Value and Method Employed in Checking the Bookkeeping Work," *I. D. Shoop*, Temple University, Philadelphia, Pennsylvania.

"The Correlation of Penmanship and Figure-making with Arithmetic, Business English, Business Correspondence and Spelling," *J. Kugler*, National Business College, Newark, New Jersey.

"How much of the Regular Time should be Devoted to Teaching and How much for Checking," *L. C. McCann*, Reading, Pa.

The correlation of penmanship with other subjects was strongly advocated; checking should not be allowed to become an evil, but should be used in a way best calculated to help the student help himself, and the thought seemed to be that there is a tendency to do too much checking.

Extension Courses for Commercial Workers

E. W. Barnhart, Federal Board of Vocational Education, Chairman

Report by Wallace W. Renshaw

THE theme underlying the whole discussion was "After the High School—What?" Mr. Barnhart, in

opening the conference, predicted fine things for the junior college of commerce as a possible development of the high school, and spoke of these three phases of Extension Work which could well be offered by the public schools: First, postgraduate courses in the high schools; second, high schools offering work of college grade; third, work based on high school training but giving more advanced work along vocational lines.

He mentioned the reluctance of the public school system to experiment, pointing out that instruction in commercial subjects had first been offered by private schools, and had been taken up by the public schools only after the value of the instruction had been proved. Following this line of procedure, he felt that the method of procedure in extension teaching in commercial subjects would be as follows: This work would first be offered by the correspondence school, then by the private resident school, and lastly by the public school.

Mr. N. H. Prouty, of the Commercial Education Department of the International Correspondence School, Scranton, Pa., spoke in a most interesting manner of the work

done by that school. Organized in 1891, it has instructed 3,000,000 pupils, 450,000 of whom took commercial subjects, such as stenography, typewriting, accounting, management, salesmanship, income tax work, etc. They have in a year doubled their enrollment in commercial subjects

by adding the newer type of subject.

Of \$3,000,000 spent for manuscripts, only \$100,000 worth is now on their shelves, the rest having been discarded from time to time in their determination to offer only the best and most up-to-date.

Ninety-eight per cent of their short-hand work is Gregg.

They correct 4,000 lessons a day. 500 teachers are employed. Eight per cent of their lessons are

from students who have been enrolled twelve years or more, though the contract covers a four-year period only.

Mr. T. H. Nelson, Asst. Executive Secretary, United Y. M. C. A., New

York City, told of the extension work conducted by that institution. The cost

of their work last year was \$4,000,000; their receipts, \$3,850,000. 150,000 students have been enrolled, making the average cost to the Y. M. C. A. \$1 per student. It is their plan to



J. E. GILL

A Leading Spirit of the 1922 E. C. T. A. Convention

make the work self-supporting, on the theory that, to an adult, education is worth what it costs.

The United Y. M. C. A. Schools is a federation of 400 Y. M. C. A. schools doing resident work. It is a coöperative proposition. Their aims are, first, to standardize content and method in all major courses; second to extend that work; third, to offer standardized work by correspondence.

The most popular courses are the Commercial and Automobile Mechanics courses. The average age of students is 25-26. One can earn one-half the credits necessary for a Bachelor of Commercial Science degree through the Y. M. C. A. courses. Forty per cent of the students are enrolled in business subjects.

Mr. Fay R. Lucas, Principal of the Business Night High School, Washington, D. C., gave

Night High Schools us an account of what is generally conceded to be one

of the finest, if not the finest, night schools in the country. The success of the school is perhaps accounted for by Mr. Lucas' fifteen years of business experience, his seven years principalship of this one school, and his genius for organization and administration.

During one of the war years, there were 7,900 students in attendance. At that time there were four sessions a night, six nights a week. They are now running on a three-night schedule. Instruction is offered in Accountancy, English, Shorthand, Typewriting, Spanish Correspondence, French, Commercial Law, Arithmetic, etc. Right now there are 28 classes in shorthand and 17 in typewriting, with 49 teachers.

Next year they will offer the regular high school course, with diploma equivalent to day school diploma.

Mr. Lucas attributes the success of the school in large measure to their taking a personal interest in the students. Four people devote all or almost all of their time to advising with the students concerning the work they ought to take. In time, he hopes to have this work done by people especially trained in vocational guidance.

The average age of the night school students is 22-23. This shows a gap between day school attendance and night school attendance. Analysis shows that the greatest loss in attendance is experienced by those teachers who attempt to hurry the students. Fifty per cent of their beginning shorthand students come back for second-year instruction.

Conference—Federal Board for Vocational Education

Report by G. P. Eckels

THIS meeting was called for the purpose of discussing administrative problems in commercial education. There was a hearty response to the appeal sent out by Director Barnhart. Among those in attendance who participated in the discussions on various topics or questions prepared by Director Barnhart, were:

Miss Anna T. Wise, principal of the High School of Commerce, Atlanta, Georgia; William Bachrach, Director of Commercial Education, Chicago, Illinois; R. G. Laird, headmaster, The Clerical School, Boston, Massachusetts; Mrs. Evelyn Allen, Girls' Commercial High School, Brooklyn, New York; J. L. Holtsclaw, principal of the Commercial High School and Director of Commercial Education, Detroit, Michigan; S. B. Carlin, Director of Commercial Education, Rochester, New York; Paul

Lomax, Director of Commercial Education, Trenton, New Jersey; Dr. A. L. Howard, Director of Commercial Education, Washington, D. C.; J. C. Moody, principal of the High School of Commerce, New Britain, Connecticut; John G. Kirk, Director of Commercial Education, Philadelphia, Pennsylvania; J. D. Noonan, Director of Commercial Education, Baltimore, Maryland; F. A. Wilkes, State Specialist in Commercial Education, Albany, New York; F. G. Nichols, State Director of Commercial Education, Harrisburg, Pennsylvania; L. H. Campbell, High School of Commerce, Providence, Rhode Island; S. P. Dietrich, Reading, Pennsylvania.

The following were some of the conclusions reached during the conference:

1. That the commercial courses of study should be reorganized on a unit basis to meet the needs of the pupils who drop out of schools to go to work.
2. That reorganized courses should provide clerical training and business information during the first two years.
3. That specialization should come only in the last two years of a four-year course, appropriate fields of specialization being stenography, bookkeeping, and retail selling.
4. That the revised course of study should provide for cooperative part-time employment for advanced pupils.
5. That modern foreign languages should not be included in the prescribed subjects of the commercial course.
6. That commercial arithmetic be reorganized so as to emphasize processes and to omit advanced types of work which are beyond the understanding of the children, including such subjects as stocks and bonds, partitive proportion, exchange, equation of accounts. The development of an advanced business mathematics course to be given in the last years of the high school course, which will include work from the fields of arithmetic, algebra, geometry, and trigonometry, adapted to the needs of commercial pupils for actual business use.
7. That there is need for a course in elementary accounting which may be made elective

for the more advanced students in the latter part of the bookkeeping course.

8. That English courses should provide for two years general English for vocational use.
9. That there is need for vocational information about commercial occupations for use in the guidance of high school pupils.
10. That studies should be made to measure and to discover aptitudes for the various types of commercial occupations so that this information can be utilized in guidance.
11. That pupils who are not physically or mentally adapted for certain commercial occupations should be discouraged from enrolling in courses preparing them for that field.
12. That every school should do placement work.
13. That a follow-up of graduates and drop-outs is a necessary part of placement work.
14. That changes in the standard of training, certifying, and employing teachers is badly needed.
15. That business experience should be required of all teachers either at the time they are employed or at a reasonable time thereafter.

Commercial Education— Conference Dinner Report by G. P. Eckels

THIS meeting was presided over by Dr. Glenn L. Swiggett, of the Bureau of Education, Washington, D. C. Dr. Swiggett

Commercial School Curricula expressed his appreciation of the great interest which was shown, as evidenced

by an attendance exceeding the capacity of the room. After discussing briefly what he considered the great needs in the field of commercial education, emphasizing the need of a more varied curriculum and college credit for commercial subjects, he stated that, in order to provide a proper course, we must know the community's development, and that we must have men better trained for business. At the conclusion of his

remarks, he introduced Mr. William Bachrach, Director of Commercial Education of Chicago.

Mr. Bachrach said that the problem of commercial education was a very important one but that too few years were spent on it to increase the subjects. Students are sent back for subjects that they have not attained, that social science, mathematics, etc. have been neglected.

Mr. Paul Lomax, Director of Commercial Education at Trenton, New Jersey, was the next speaker. He spoke of the technique of commercial education and the technique of vocational subjects, saying that such subjects as business English, business grammar, shorthand, and most of the other commercial subjects were vocational. He would classify these subjects into the major and minor groups and include retail selling, accounting, and some other subjects not now found in the average commercial course.

In speaking of college credits, Mr. Lomax said it was the duty of commercial educators to give the student what he needed most and to let college entrance credit take care of itself. He believed that if the work was properly done, the colleges will come to an appreciation of it. He referred to the large percentage of commercial students who never expect to go or who ever can go to college, saying, "The work must conform to the needs of the greater group." His arguments were forceful and very clearly presented. The complete address of Mr. Lomax is being published in this issue of the magazine. Mr. Bachrach's will appear in an early number.

Dr. Chessman Herrick, president of Girard College, followed Mr. Lomax. Dr. Herrick said that there

must be an adjustment so that schools may meet the social need of the communities they serve, that the students who have pursued the training that fitted them for the duties of community work are best of all. "What is needed is that the pupil should be fitted to take up and continue his work through the college." Dr. Herrick very definitely stressed the value of commercial geography and economics in the commercial course, also stating that the student should have a knowledge of law and business procedure. This address is well worth printing in detail and will probably appear in the proceedings of the meeting and be made available by Dr. Swiggett.

Dr. Spaeth, of Princeton University, gave what was probably the most scholarly address ever delivered before the E. C. T. A. He emphasized the fact that there should be no conflict between the practical and the cultural in education, that the one was just as essential in its field as the other. Teachers of business English must have been greatly pleased by his distinction between what he termed cultural English and business English.

Dr. John L. Tildsley, of New York City, discussed brilliantly Dr. Spaeth's address. Mr. Bad-

College Credits
ger, of the School of Commerce, New York University,

who discussed the subject further, said that he saw the need to recognize a high school diploma but, in his institution, they had recently added to the requirements three or four units of algebra, languages, history, and economics, allowing three from the commercial group, including arithmetic, geography, shorthand and type-writing. (Continued on page 407)

School News and Personal Notes

(Continued from page 388)

important role in the advancement of commercial education in his school and state. Initiating a number of important movements in the interest of his profession, his advice on momentous questions was eagerly sought by those who came to know his purposes and ideals. In no less degree was he helpful to his students, who regarded him a real counselor and a real friend.

We unite with the many friends in offering sincere sympathy to the bereaved relatives.

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Lillian A. Bussian, of Argonne, Wisconsin, has accepted a position at the Sheboygan Business College, Sheboygan, Wis. ▲ B. C. Bacon, recently with the Albany Business College, Albany, New York, is now at the English High School, Providence, Rhode Island. ▲ Mr. Clair F. Bee, of Mansfield, Ohio, is at Troy Business College, Troy, New York. ▲ Miss J. Katherine Hartley, of Oxford, Ohio, is teaching at Parkersburg, West Virginia, High School.

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Another business man has been secured for the teaching ranks—W. R. Hill, now a member of the faculty of Morse Business College, of Hartford. Mr. Hill was with the Aetna Life Insurance Company before going to Morse College.

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Michigan Business & Normal College has secured the services of C. A. Balcomb, of Wausau, Wisconsin, as director of their school of Secretarial Science. Mr. Balcomb was one of the

early advocates of the teaching of office training and business methods in addition to shorthand, typewriting, and bookkeeping. A number of our readers will probably remember his convincing argument in the little brochure, "Office Training," issued by the Gregg Publishing Company a number of years ago.

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Edna A. Stewart has been with the High School at Council Bluffs, Iowa, this year. ▲ Florence M. Lombard changed from Jamestown to White Plains, New York, High School. ▲ Elizabeth Hurst, of Cleveland, Ohio, has been teaching in the High School, at Millvale, Pennsylvania. ▲ Floyd E. Hill, a recent graduate of White-water Normal, is in the High School at Kenosha, Wisconsin.

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Bethlehem Business College, Bethlehem, Pennsylvania, lost Mr. S. E. McConnell this year to Wilkes-Barre High School. Mr. McConnell had been with the college for a number of years.

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The love of commercial teaching drew E. N. Miner back into the field last year. He had retired for a short time, but left Oklahoma City last fall and opened a new school at Anadarko, Oklahoma, where he has a thriving class.

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P. E. Gleason, C. P. A., of the Scovell Wellington & Company staff, is a new commercial teacher in the Bryant & Stratton School, Boston.

EDITORIAL COMMENT

On Sundry Topics

Shorthand Prefixes and Suffixes

RESISTANCE to the acceptance—or even trial—of a new idea is to the logical mind a most interesting mental phenomenon. But it is as old and as tenacious as the revolving of the earth on its axis. Fulton's first steamboat was scoffingly and opprobriously dubbed "Fulton's Folly." Columbus was looked upon in his time as a wild-eyed dreamer. Had Marconi lived at the time the people of New England were tossing the victims accused of witchcraft into a pond and deciding whether or not they were guilty by the novel theory of condemning them if they swam out and acquitting them if they sank, he would probably have been burned at the stake. And as for the inventor of the radiophone—Heaven knows what would have happened to him. All of which is a mere prelude to a discussion of the incomprehensible opposition that we sometimes meet in the application of the well-ordered and logical principles governing the prefixes and suffixes in shorthand. An understanding of the prefixes and suffixes becomes very simple if we can only get away for a moment from the tyranny of habit, the resistance to doing some real thinking, and make a new classification. The shorthand prefix or suffix does not necessarily need to follow the language. It is an entirely different thing in shorthand. Its purpose is to show the word clearly and unmistakably and swiftly, leading to correct interpretation. Whether or not we divide

a word into its correct syllables phonetically is immaterial. The important thing is "Does it make the word distinctive?"

Mr. Wheatcroft, in his admirable *Notes on the Lessons in Gregg Shorthand*, states it very clearly when he says: "In a system of shorthand we are not bound to allocate our material according to the science of language." . . . "The grammatical definition of a prefix is not necessarily followed, as such a restriction would limit the value of the usual device. We are writing phonetically, and it is not indispensable that there should be any connection between the longhand word and the shorthand outline." A common reason for the lack of appreciation of the principle is that the terms "prefix" and "suffix" are not really understood.

The correct definition of a suffix is "a letter, letters, syllable, or syllables added to the end of a word or a root to modify the meaning;" and of a prefix, "that which is prefixed, as a title to a person's name; especially one or more letters or syllables combined or united with the beginning of a word to modify its significance."

Thus we see that there is quite a latitude in the application even of the recognized prefixes and suffixes in the language. Even the commonly accepted prefixes are modified to suit varying conditions. As an example: "For the sake of uniformity, the letters of the prefix are often modified by the first letter of the root. In this way the prefix *ad* is

EDITORIAL COMMENT

On Sundry Topics

changed to *a, ae, af, ag*, etc." No confusion arises from this practice in English, either etymologically or otherwise—why should confusion arise in shorthand?

The real reason why the language definition of prefixes and suffixes is not important is that the shorthand writer is already accustomed to a more or less arbitrary breaking up of words into different shorthand elements, and these elements do not conform to the language construction. This is more common in the older systems of shorthand in which vowels are entirely omitted or of so infrequent physical expression as to be really negligible. The omission of vowels results in skeletonized consonant forms for the words, which bear no relation whatever to the common language forms either as to construction or form. With our system of shorthand, however, the construction of shorthand prefixes and suffixes was a simple matter. A good illustration of this is the *tr* principle. Owing to the presence of vowels, the prefixes and suffixes of the system are distinctive. For the most part they follow the regular forms; the exceptions to this rule provide forms so obvious that it is only the hypercritical who find objection to it. There are some people so constituted that constructive imagination is utterly incomprehensible to them. Shorthand is not for these. Shorthand is a practical art—an art that adapts itself to the language in a practical way, disregarding fine theoretical language points and adhering to essentials.

After all, "the proof of the pudding is in the eating thereof." The hundreds of thousands who are daily using the prefixing and suffixing principles effectively is convincing proof of their value. To those who undertake the study of prefixes and suffixes as shorthand prefixes and suffixes, the question never arises.

If the teacher will make the explanation as Mr. Wheatcroft has stated it, the question of prefixes and suffixes will be greatly clarified—even to those "looking for trouble."

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DeBear Schools Adopt Gregg Shorthand

IN a full page announcement in *The Gregg Shorthand Magazine*, published in London, the famous DeBear Schools, Ltd., one of the most important chains of schools in Great Britain, announce that after August 14 Gregg Shorthand will be taught in their schools in the following cities:

Aberdeen, Belfast, Birmingham, Bolton, Bradford, Brighton, Bristol, Cardiff, Carlisle, Coventry, Dublin, Dumfries, Edinburgh, Glasgow, Hull, Inverness, Ipswich, Leeds, Leicester, Liverpool, London, Manchester, Newcastle-on-Tyne, Nottingham, Sheffield, Southampton, Stoke, Swansea, and York.

The adoption of the system by this great chain of schools will be a source of great gratification to

the writers and teachers of the system on this side of the water, because this, together with the Clark chain of schools, gives the system a tremendous foothold in the British Empire. These schools turn out thousands of students every year who will go into the business houses of the great cities of Great Britain, and it will be only a short time when

the system will be as well and favorably known over there as it is in the business houses of America.

The head of the DeBear schools, Mr. Barnard DeBear, it will be remembered, was one of the famous writers of Pitmanic shorthand, and the first to win a speed certificate for 200 words a minute, in February, 1890.



"Useful" and "Liberal" No Longer Hostile Terms in Education

By H. E. Stone

Educational and Vocational Counselor, Erie, Pennsylvania

JOHN DEWEY, America's greatest educational philosopher, well says: "There is a gulf between merely living and living worthily." Nevertheless, man must be able to make a living for himself and for those dependent upon him before he can even consider "living worthily."

The very thought of preparation for useful pursuits was abhorrent to free people when only slaves did menial (manual) work and "when service was considered servile."

Times have changed. We no longer consider mechanical skill and technical knowledge as inferior to meditation and philosophic speculation. Good teachers everywhere are trying to tie studies up to situations in which they will be immediately helpful. We are testing studies more and more by their utility—their relation to life. Nor do we longer consider that a "truly cultural or liberal education cannot have anything in common with industrial affairs."

The so-called cultural studies are still taught in our public schools. There is a tendency, however, toward applied mathematics, applied science and vocational studies, and a movement away from Greek syntax, pure science, and Euclid. We are beginning to see the liberal in the practical, and culture in the commonplace. We no longer recognize that there is necessarily a wide gulf between the cultural and the practical.

Those who fear that in this educational evolution cherished studies will be lost, need have no fear. No one aim or objective now controls in American education. The following are the objectives that govern the formulation of most courses of study. They were named as fundamental by a committee of the National Educational Association. Are there any that we can afford to neglect? Listen!

Health, Control of Fundamental Processes, Worthy Home Membership, Vocation, Worthy Use of Leisure, Civic Education, Ethical Character.

Certification of Commercial Teachers

THE REQUIREMENTS for teachers' licenses, and especially for commercial teachers', vary widely in the different states. Many of the young teachers have no idea what is demanded. We are certain that the following information issued by the Teachers' Bureau of the Department of Public Instruction of Pennsylvania, last spring, will be of interest to our readers generally, and may prove suggestive to some not already certificated.

I. KINDS OF CERTIFICATES AND PERIODS FOR WHICH THEY ARE ISSUED AND RENEWED

A. PARTIAL SECONDARY

Issued for one year. Renewable the first time on rating of "low" or better, plus six semester hours of approved training, and subsequently renewable on rating of "middle" or better, plus six additional semester hours of approved training for each renewal.

B. STANDARD

1. *Temporary*.—Issued for two years. Renewable once on a rating of "low," plus six semester hours of education, and subsequently on a rating of "middle" or better, plus six additional semester hours of education until thirty semester hours have been completed.

2. *Permanent*.—Issued for life.

C. NORMAL

1. *Certificate*.—Issued for two years. Renewable once on a rating of "low."

2. *Diploma*.—Issued for life.

D. COLLEGE

1. *Provisional*.—Issued for three years. Renewable once on a rating of "low" plus six semester hours of graduate credit one-half of which shall have been professional training.

2. *Permanent*.—Issued for life.

II. MINIMUM REQUIREMENTS FOR CERTIFICATES

For all certificates herein listed there will be required in addition to those requirements set forth below, (1) graduation from a four-year high school or equivalent education, and (2) for all except the Partial Secondary, six months

of approved business experience. Three months of practical experience taken as a part of an approved commercial teacher-training curriculum will be accepted in lieu of this business experience requirement.

A. PARTIAL SECONDARY

The completion of two years of post high school work, one year of which shall have been in commercial subjects, including six semester hours of professional education.

This certificate is issued only upon the request of the superintendent desiring to employ the candidate and is valid only in the county or district for which issued.

B. STANDARD

1. *Temporary*.—The completion of a two-year (70 semester hours, 72 weeks) commercial teacher-training curriculum including six semester hours of practice teaching.

2. *Permanent*.—Four years of experience in teaching the commercial subjects on a State Certificate, at least two of which shall have been on a Temporary Standard Certificate with a rating of "middle" or better.

The completion of three years of work in commercial education of college (normal school) grade in an approved institution.

C. NORMAL

1. *Certificate*.—Normal school graduate from a three-year curriculum in commercial education.

2. *Diploma*.—Two years of experience in teaching the commercial subjects on a Normal Certificate with a rating of "middle" or better.

D. COLLEGE

1. *Provisional*.—Graduation from an approved four-year teacher-training curriculum in commercial education in an accredited institution.

2. *Permanent*.—Three years of experience in teaching the commercial subjects on a Provisional College Certificate with a rating of "middle" or better, plus six semester hours of graduate credit, one-half of which shall have been professional training.

III. LIMITATIONS

A. Each certificate issued shall have written on its face those subjects which the holder is entitled to teach.

B. No commercial teacher shall teach any subjects not appearing on his certificate.

C. To be entitled to a subject on a certificate the candidate must present evidence of having

completed two years of commercial teacher-training work as hereinbefore prescribed and shall present a minimum number of recitation hours for each subject to be written upon the certificate according to the following schedule:

	HOURS SUBJECT	HOURS METHODS
Banking and Finance.....	90	10
Bookkeeping.....	290	10
Business English.....	90	10
Business Writing.....	90	10
Commercial Geography.....	90	10
Commercial Law.....	90	10
Commercial Mathematics.....	90	10
Economics of Business.....	90	10
Elementary Accounting.....	90	10
Business Practice.....	90	10
Office Management.....	90	10
Office Practice.....	90	10
Salesmanship (outside).....	90	10
Shorthand.....	300	15
Typewriting.....	240	15

IV. APPROVAL OF INSTITUTION FOR COMMERCIAL TEACHER-TRAINING

A. Normal schools when approved by the Department of Public Instruction for commercial teacher-training.

B. Colleges. Any curriculum approved for this purpose.

C. Private Business Schools.

1. Preparation made in those schools whose standards are approved by the Department of Public Instruction will be accepted insofar as it meets any or all of the requirements established for commercial teachers' certificates.

2. No complete private business school commercial teacher-training curriculum will be approved unless such curriculum is given in a separate commercial teacher-training department and only high school graduates are accepted for it.

V. SUGGESTED QUALIFICATIONS FOR PERSONS OFFERING TEACHER-TRAINING COURSES

A. *Education*.—The minimum qualifications prescribed for certification of the graduates of the curriculum offered by the institution.

B. *Teaching Experience*.—A minimum of five years' successful teaching of commercial subjects at least two of which shall have been in the public schools.

C. *Business Experience*.—A minimum of six months' practical business experience to insure familiarity with the requirements that are made of commercial workers.



Program of Business Administration Department, N. E. A.

Raymond G. Laird, Chairman

Head Master, Boston Clerical School and Roxbury High School, Boston, Massachusetts

Monday Afternoon, July 3, 1922

Coöperation Between Civic Organizations and School Authorities

Carl F. Adams, Principal of the Lincoln High School, Seattle, Washington

Training of the Penmanship Teacher of the Next Decade

Bertha A. Connor, Director of Penmanship, Boston Public Schools, Boston, Massachusetts

Placement Problems

Eleanor J. O'Brien, Department of Vocational Guidance, Boston, Massachusetts

The Next Steps in Commercial Education

Frederick G. Nichols, Director of Commercial Education, Pennsylvania, Department of Public Instruction

Wednesday Afternoon, July 5, 1922

Putting the Short in Shorthand

Edina Campbell, Principal, Hickox Shorthand School, Boston, Massachusetts

A Survey of Business Education as an Aid in the Preparation of the Commercial Curriculum

Paul S. Lomas, Director of Business Education, Trenton, New Jersey

Intensive Training for Business

George L. Hoffacker, Head Instructor of Bookkeeping, Boston Clerical School, Boston, Mass.

Correlation of Commercial Course of Secondary Schools With Courses in Collegiate Schools of Business

Charles F. Rittenhouse, C. P. A., Boston, Massachusetts

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

Metropolitan Gregg Shorthand Association of London

MR. GREGG was the principal speaker at the May meeting of the Metropolitan Gregg Shorthand Association of London. To quote from *The Gregg Shorthand Magazine*:

"Mr. Gregg was introduced by the president, Mr. Craigen, who, on behalf of the Association, extended a very cordial welcome to Mr. Gregg, both to London and to the Metropolitan G. S. A.

"Mr. Gregg's remarks were devoted principally to outlining the progress and achievements of Gregg Shorthand during the year since he last addressed the Association.

"The system has been adopted in over 700 schools in the United States, a large number of these representing the opening of new schools or new shorthand departments. During the year, the World's Championship had been gained by a young Gregg writer of twenty years of age, who, in addition to the championship tests, turned in two extra transcripts on which world's records for accuracy were established.

"Throughout the British Empire inspiring progress was recorded, and in this country important developments were taking place for the more vigorous propagation of the system.

"The Association voted to inaugurate a Summer School for Gregg teachers, details of which will be worked out by the Executive."

Mr. Gregg himself writes that he has been visiting schools throughout Great Britain and reports a most cordial reception everywhere he goes.

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Pennsylvania Schoolmen's Week

Report by Wallace W. Renshaw

THE Ninth Annual Schoolmen's Week of the University of Pennsylvania was held in the University buildings in Philadelphia April 20-22.

The conference on commercial subjects was presided over by Mr. John G. Kirk, who has been selected to fill the recently created position of Director of Commercial Education for the City of Philadelphia.

"Why Should Shorthand and Bookkeeping be Made Elective Studies, One to the Exclusion of the Other?" was ably discussed by Mr. Charles S. Donnelly, head of the department of commerce West Chester High School.

Mr. Donnelly feels that, if a student is capable, he should be allowed to take both subjects. He feels that bookkeeping develops vision and accuracy; shorthand, memory, and concentration. In his opinion, type-writing calls for a greater degree of concentration than any of the academic subjects; the nervous temperament makes the best stenographer.

Next year the West Chester High School plans to offer stenography, typewriting, and bookkeeping, beginning with the sophomore year.

Mr. Wesley N. Clifford, head of the department of commerce of South Philadelphia High School for Boys, answered in three words the question,

"Can the Commercial Geography of the World be Taught Satisfactorily in a Year's Time, Four 45-Minute Periods a Week?"—"Of Course Not!" In answer to the question, "In What Year is it Preferable to offer this Subject," he expressed the opinion that good results can be had in the second year; better results in the third year; best results in the fourth year. Question—"What is the Relative Importance of the Economic, Regional, and Commercial Products Aspects of this Subject?" Answer—"Fifty per cent commercial and industrial; the remaining fifty per cent divided about equally between the other two." Mr. Clifford, while an all-around teacher, is obviously an enthusiast on commercial geography.

Mr. Henry W. Patten, of the Central High School, gave a fine talk on the teaching of penmanship, and answered a number of questions asked by visiting teachers.

"Which Academic Subjects Should be Regarded as Essential in a High School Commercial Curriculum?" was the subject assigned to Mr. S. G. Williams, head of the department of commerce of Cheltenham High School. In the order of their importance, they are English literature, civics, and economics. English literature makes for the opening of the mind; the value of civics lies in the fact that it familiarizes the student with the forms of government and makes it easier to teach commercial law. Economics, of course, is occupying an increasingly important place in the school program and will have a decided influence in training better citizens, voters, and business men.

Miss Elizabeth Scarborough, of the Cheltenham High School, in discussing the topic, "What Should be our System of Marking in Shorthand,

Typewriting, and Bookkeeping?" expressed a preference for the numeric system, as it is better understood. In typewriting, Miss Scarborough suggests the International Rules for marking. The importance of some fundamental considerations in writing habits was dwelt upon.

Mr. Paul E. Houseworth, head of the department of commerce at Phoenixville High School, had as his subject "What Are the Chief Objectives in the Teaching of Business Arithmetic and What are the Principal Causes of Failure in Teaching this Subject?" Mr. Houseworth suggests the subordinating of rules and the emphasizing of principles. Arithmetic should be taught from the standpoint of accounting, economics, and business administration, rather than on the basis of rules.

Miss Jean W. Bassett, of the Coatesville High School, gave an interesting talk on "Are We Overdoing Speed Tests in both Shorthand and Typewriting?" Miss Bassett is of the opinion that the value of tests and contests is in the development of endurance and concentration. They also create a new confidence on the part of the students in the performance of their regular classroom work. Accuracy first should be emphasized.

Mr. F. G. Nichols answered some questions concerning the forthcoming commercial syllabus.

Theoretically, there should be no such thing as business English. As long as academic English teachers, however, continue to teach English as they do, it will be necessary to teach business English. Shorthand students must be able to punctuate, paragraph, etc., as a matter of *instinct*, and they do not acquire that proficiency in the teaching of English as the subject is ordinarily taught by the academic

teachers. No English is too good for business. "The Penalty of Leadership," an advertisement, reprints of which can be had from the Cadillac Motor Car Company, was referred to as a model of good English in business. The new syllabus will call for the teaching of three years of academic English and one year of business English. Bookkeeping should be a part of every commercial course.

Whether or not a person will make a

good stenographer can be determined best from his record in other subjects, especially those involving the coordination of the mental and manual faculties. No student can make a good stenographer who does not have the "language sense." Mr. Nichols is strongly of the opinion that the teaching of shorthand should not be confined to the commercial group. Some of the best stenographic material is in the academic group.



Eastern Commercial Teachers' Convention

(Continued from page 398)

Saturday Morning Session

Report by Ralph McMasters

DR. C. A. HERRICK, president of Girard College, Philadelphia, was the first speaker at the morning session. He gave an historical account of the growth of the nations and the modern tendencies of the world to-day. He referred to the world as a neighborhood and then also as a "brotherhood." The development of commercial education following three great wars was a phase of the subject he discussed most interestingly.

The Civil War had a direct influence in the development of the private commercial schools. Following the war with

Wars Stimulus to Commercial Education

Spain, came the development of the more liberal four-year course and the

secondary schools. The World War has brought a new type of commercial education with which we are all more or less familiar. Business education

is extending beyond the national boundaries to a new internationalism. We must not be satisfied with our present accomplishments but should extend our vision. He paid a high tribute to ex-President Wilson and Secretary of State Hughes for their influence in this new internationalism.

Mr. P. S. Spangler, of Duff College, Pittsburgh, followed, with the subject,

The Private School's Part

in "Educational Problems—Met in Private Schools." Private schools were the

pioneers of vocational education in this country. He expressed the opinion of private school men in general when he said, "When all things are equal, the private schools of this country would prefer college graduates on their teaching staffs to any others." However, there have been thousands and thousands of commercial teachers who came from private commercial schools, and while they were climbing up and up in the teaching profession to positions of responsibility and honor they have been fitting

Are You Using Gregg Speed Studies?

Gregg Speed Studies has already been adopted by more than 90% of all schools teaching Gregg Shorthand.

A recent letter to a few users of the book brings these statements:

1. That Gregg Speed Studies is a full-fledged text, correlating with the Manual as logically as a ledger does with the cash book;
2. That Gregg Speed Studies is a death bomb to the old "Aim at nothing and hit it with accuracy" plan of dictation;
3. That it is a book with a definite speed-building program;
4. That it completely eliminates the line between theory and speed;
5. That the student without it is at least two months behind at graduation in technic and vocabulary;
6. That it unloads the responsibility of speed building from the teacher and puts it on the student;
7. That speed is growth—attained only when the right kind of study precedes the right kind of practice—that is the function of Gregg Speed Studies;
8. That its introduction means encouragement—consequently the student goes further in the shorthand course;
9. That it insures the maximum preparation—not by compulsion but by that driving power resulting from intense interest and enthusiasm;
10. That it develops more accurate and more rapid readers;
11. That the shorthand class is more uniformly successful;
12. That vocabulary is acquired through natural processes;
13. That the penmanship of shorthand notes is developed unconsciously;
14. That the student has greater consideration for fundamentals;
15. That it develops speed subtly—without the handicaps growing out of continually forcing the hand;
16. That it is a positive means of developing the "phrase" and "sentence practice" habit;
17. That the emphasis is upon quality of practice, not so much upon quantity;
18. That classification is more easily effected—because the speed program is accessible;
19. That the possibilities of forming incorrect writing habits are reduced to the minimum;
20. That less supervision and less correction work are necessary;
21. That it arouses keener class competition;
22. That the class hour becomes a period of action for the student—not one of detailed instruction for the teacher;
23. That the student evolves into a more rapid translator—shorthand plates always being available;
24. That the material is fully graded and strictly up-to-date;
25. That *Accuracy* and *Action* become the famous shorthand twins, etc.

If you are teaching Gregg Shorthand and have not seen this book, let us send you a copy.

THE GREGG PUBLISHING COMPANY

New York

Chicago

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thousands and thousands of boys and girls for a greater and more useful life.

The problem for the commercial school, in Mr. Spangler's opinion, is to give the boys and girls the will and courage to go out and say, "I will." The success of the individual boy and girl is basic. The spirit of coöperative competition within the classroom will better fit the students to go out and cope with their co-workers in the world of business. We are developing business men and women. The teachers of the private schools must create "fibres of success and sinews of honesty."

Following Mr. Spangler, Mr. F. G. Nichols, Director of Commercial Education, Harrisburg, Pa., spoke on the "Training of Commercial Teachers."

Teacher Training

He referred to the subject of commercial teacher-training as not a new one, but a subject rapidly becoming a big one. His statement that there is no teacher anywhere who is so well trained that he or she does not need additional training should be given serious consideration by us all. Mr. Nichols then referred to two types of teachers, first, to the teacher who did very good work as a student in the private commercial school and after receiving a little additional work was placed in charge of classes and became a member of the teaching force. From this simple type of teacher-training we have now come to the training of the composite type. The composite type must have a better understanding of the entire field of commercial training and the proper relationship of all commercial subjects. He must understand business as it is organized to-day and not as it was running fifty years ago. His

present-day training must include inspiration and broad understanding.

This higher educational work is conducted through preparatory and extension courses. The elements that enter into the proper training of commercial teachers are "subject-matter knowledge," which is both elementary and advanced, for we are dealing with two types of commercial teachers. There are students who enter with some knowledge of the subject. These students should extend their knowledge and be given the professional attitude. Such a course should lead toward methods and professional work rather than a rehashing of the elementary work.

Without previous knowledge of the major subjects, he must get the teaching methods with the elementary subject matter.

The teacher-training course must be not only special in character but also include the general. Mr. Nichols placed emphasis upon the study of the history of commercial education in order that the student may know what has gone before and better chart his future work. Mr. Nichols urged business experience as an all-essential part of teacher-training. This experience, however, should not be limited to a few weeks in one office.

Our profession will advance only as we give further attention to the training of our future leaders in commercial education.

Dr. Robert Grimshaw, National Security League, New York City, concluded the morning's program and spoke of the important part the commercial schools of America, and particularly the commercial teacher, plays in the future commercial preparedness of America. (Concluded on page 415)

A National Aspect

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

In the war for independence, America had but one object in view, and in independence are concentrated and condensed every blessing that makes life desirable,²⁵ every right and privilege which can tend to the happiness, or secure the native dignity, of man.—*John Lathrop*.(42)

How to Approach a Prospective Employer

Since looking for a job is one of the most unpleasant and anxious experiences that people have to go through, the following suggestions will be²⁵ a guide and a comfort to anyone who is following up "want ads":

- Do not wear loud clothes.
- Do not walk into a private office³⁰ with your hat on.
- Do not walk into an office with a cigar, a cigarette or a pipe in your mouth or hand.
- Do not⁷⁵ put your hat on the executive's desk.
- Do not try to hand him a cigar.
- Do not try to do all the talking—be a¹⁰⁰ responsive listener.
- Do not bring up purely personal matters.
- Do not knock your present or past employers. Speak well of them.
- Do not let the¹²⁵ interview grow stale. When you feel that you have gone as far as you can toward closing the deal, get out.

A few pointers on¹⁵⁰ writing letters of application will also be helpful:

- Do not start your letter with the statement that you have read the advertisement and that it¹⁷⁵ interests you. The employer knows you read the advertisement: otherwise you would not have applied.
- Do not make statements like this: "There is scarcely anything²⁰⁰ in the nature of book-keeping and accounting problems of to-day of which I am not master."
- Do not use longhand. Typewriting is inexpensive.
- Do not²²⁵ use social note paper.
- Do not write that you are not interested in salary if prospects are bright. Executives are not looking for "something for²⁵⁰ nothing" offers.
- Do not make any flippant, bombastic, or studied, clever remarks.

Do not talk about your family.

Do not specify your personal habits. The average employer has at least one of them. Take no chance of stepping on his toes. (291)

The Touch System

By Henry Gallup Paine

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(Continued from the June issue)

Miss Marshall worked¹⁸⁷⁵ busily when she returned to the room with the rest of Loring's correspondence; but it was nearly halfpast three before she gathered up the¹⁹⁰⁰ finished letters and took them into the chief's office. Taking advantage of her temporary absence, Carleton called up his chum, Tommy Medford, on the telephone.¹⁹²⁵ After a few minutes' lively conversation, he returned to his peephole in the bookcase. Presently the girl came back again. She placed her notebook carefully¹⁹⁵⁰ in the drawer of her desk, which she locked. Next she put on a big black hat, then closed the window, gathered up her gloves,¹⁹⁷⁵ and moved away.

Carleton hastily replaced the books on the shelf, locked the door of the bookcase, and, catching up his hat, hurried out to²⁰⁰⁰ the elevators. Miss Marshall was there, waiting for the car. On the way down Carleton uttered two or three commonplaces, and walked beside her to²⁰²⁵ the front door and out on the sidewalk.

"It's a jolly day," he remarked, as they went out into the summer sunshine. "How do you²⁰⁵⁰ go up, subway, surface, or elevated?"

"I think the Broadway car is the pleasantest this weather," she replied.

"So do I. May I ride up²⁰⁷⁵ with you?" Carleton asked simply.

"Why, of course, if you are going that way," replied the girl.

They boarded an open car and

bowled along²¹⁰⁰ up town. At 17th St. she got out, Carleton preceding her. As he helped her to alight, he remarked:

"Aren't you warm? I am. Suppose²¹²⁵ we go over and get some ice cream soda before you go on home. It's only a step."

For a mere instant the girl appeared²¹⁵⁰ to hesitate. Then she smilingly accepted the invitation and they crossed the street to a confectionery store. As they stood waiting to be served, a²¹⁷⁵ young man who had been buying chocolates at the opposite counter flashed a quick appraising glance at the young woman, then hurriedly paid his check²²⁰⁰ at the desk and went out.

The soda finished, the two sallied forth again. At the door Miss Marshall dismissed Carleton—dismissed him in a²²²⁵ quiet, well-bred way, but with an air of finality that left no room for discussion. He raised his hat and strode up town, going directly²²⁵⁰ to his rooms at Sherry's, where, after dinner, he spent the evening in a brown study.

Nine o'clock the next morning found Carleton again at²²⁷⁵ the office. He had scarcely opened his desk when the door opened without ceremony and a young man entered. He was slender, rather below medium²³⁰⁰ size, and was dressed in clothes of fashionable cut. His light hair, blue eyes, and rather high-pitched voice gave him a somewhat effeminate air,²³²⁵ which had been the undoing of more than one would-be bully at school and college.

"Morning, old top," was his greeting as he dropped²³⁵⁰ to the edge of the desk. "Say, what sort of game is this you steered me up against?"

"What do you know, Tommy?" Carleton asked,²³⁷⁵ without replying to the question.

"Well, I followed the young person from the pop store to the place where she hangs her hat. Rather shabby²⁴⁰⁰ diggings, not half nice enough for such

a nice-looking girl. She's a little peach. She didn't speak to anybody on the way. Went in.²⁴²⁵ So did I. Found the old lady who owns the shack, and had the grand good luck to get the large and sumptuous five-dollar²⁴⁵⁰-a-week apartment next to the third floor back hall-room occupied by the little peach. Had to pay in advance. Five dollars for expenses,²⁴⁷⁵ old man; but the room is yours for six more days. Sat up until three o'clock this morning by the open window, light out, door²⁵⁰⁰ open on a wide crack. Nothin' doin'. She dropped nothing out of the window, passed nothing out through the door. She turned in at ten,²⁵²⁵ I should say; at least, she doused her glim about that time. Fixed her own supper—something light and nourishing, I should say, like 'Force'²⁵⁵⁰ or shredded wheat. Similar menu for breakfast, I fancy; for she came out at half-past eight this morning and went straight to the office,²⁵⁷⁵ me trailing. Mailed no letters; said good morning to the old man on the elevator; didn't speak a word to another soul. There was no²⁶⁰⁰ one in her room; for she didn't lock the door after her, and I was rude enough to open it and look in while she²⁶²⁵ was going downstairs. That's all. She didn't see me. It would have been a delicate attention on your part, old man, to have ordered a²⁶⁵⁰ nice little dinner sent in to me."

"Well done, thou good and faithful Tommy!" exclaimed Carleton. "I'd have done my own sleuthing, only, if the²⁶⁷⁵ young woman had seen me sneaking around where she lives, my cake would have been dough in a minute. Now you shall know why you²⁷⁰⁰ have been compelled to lose the greater part of your night's rest and to forego your evening meal. You'll give me credit for supposing that²⁷²⁵ the place was a boarding house."

He gave Medford a succinct account of the leak in the office, ending with, "She is either the slyest,²⁷⁵⁰ slickest

little pretender that ever lived, or else she is innocent."

"Innocent!" cried Medford. "Of course she's innocent! And if I can say that after²⁷⁶ having gone dinnerless, slumberless, and breakfastless on her account, that proves it."

"That's my own opinion," assented Carleton; "but I've got to prove it to²⁸⁰ the chief, and I fear that your arguments would hardly convince him, even coming from so well-known a woman-hater as Thomas Vining Medford.²⁸² The old man's pretty sore. To tell the truth, I've got to convince myself, and that's what stumps me. For I'm just as certain that²⁸⁶ the information gets out through her instrumentality as I am that she is totally unconscious of it. There's just one time when the information can²⁸⁷ get out, and that is while she is in the office. You and Anderson's men are agreed that she communicates with no one when outside,²⁹⁰ and I know that she didn't send any messages yesterday, for I watched her the entire time she was writing the letters. The only reasonable²⁹² inference is that some one is filching the information without her knowledge; but who, where, and how?"

"Morse code?" suggested Medford, who had read²⁹⁶ of such things as metal cylinders on typewriters and designing operators tapping out dots and dashes to listening confederates.

"No; I learned enough telegraphy when²⁹⁷ I was in the railroad business to know that she was doing nothing of the sort while she was at the machine yesterday. Besides, I³⁰⁰ thought you were ready to swear her innocent. You'd better go up town, eat your breakfast, and then go home and make up some of³⁰² the sleep you lost in the cause last night. I'll let you know if anything got out yesterday, in spite of our precaution, if you³⁰⁶ will dine with me to-night."

It was nearly three o'clock before Abel Loring entered the office, and when Carleton hurried to the sanctum

he found³⁰⁷ the senior partner much perturbed.

"The same thing again, John," he said gravely. "Yesterday afternoon I dictated that letter to Warner, telling him to sell³¹⁰ Red Mountain short. Well——."

"Yes, I know," Carleton broke in; "I've been watching the ticker. The leak is still leaking, though it did no damage³¹² to-day, and the ship is still afloat."

"Yes, yes," said Loring, with a touch of impatience, "all right for to-day; but what about to-morrow and³¹⁶ next day? Did you find out anything?"

"Comparatively little, chief," replied Carleton, placing his hat and gloves on his partner's desk; "but I found out³¹⁷ this much, that we can eliminate Miss Marshall."

"Oh, we can, can we?" queried Loring. "That was what I proposed to do yesterday, wasn't it?"³²⁰ There was a twinkle in the keen eyes.

"I hardly meant to eliminate her in that way," said Carleton with a smile. "And I believe³²² that the leak is in her office, though I equally believe that she is ignorant of its existence. The job's up to me to locate³²⁶ it."

"I hope you do, John, and quickly," Loring said grimly. "We can't afford a seven-thousand-dollar-a-day stenographer, whether she costs us³²⁷ that much through intention or ignorance. It's not information of our occasional fliers in the market getting out in advance that worries me. There are³³⁰ plenty of ways of handling them without Miss Marshall's knowing anything about them; but all the correspondence in reference to our larger operations, all our³³² plans and arrangements involving the heavy interests in which we are coöperating with others, pass through her hands. We must have some one in that³³⁶ room who is secret proof."

"Sure thing," assented the junior partner. "I have four more days. I'm going to ask you to let me dictate³³⁷ the letters to-day, chief; or,

rather let me dictate some letters, while you give me those that are really to go. I can still remember³⁴⁰⁰ enough of my stenography to make some sort of stab at the work, and can do them later in the day in my office. I'll³⁴²⁵ have a machine sent in. I have a plan."

"All right, John. But I'll write out my own letters in longhand; there are very few,"³⁴⁵⁰ responded Loring. "This week is yours. Better have Miss Marshall take your mail here. I'll go out, and you can tell her I've been called³⁴⁷⁵ away. I'm afraid your sympathy has got the better of your judgment."

In the senior partner's office Carleton dictated several letters. "You can leave the³⁵⁰⁰ door open," he said as he dismissed the girl. "The day is stifling, and we'll both get more air." Then he seated himself at the³⁵²⁵ big desk where he could watch the girl's nimble fingers playing over the keys, and smoked innumerable cigarettes, lulled into a half doze by³⁵⁵⁰ the staccato click of the typewriter in the little office.

Suddenly he sat up, listening intently. (3566)

(To be continued next month)

Vocabulary Drills

(Continued from the June issue)

There was *dissatisfaction* in regard⁸⁵⁰ to the conduct of the state *institutions*. He was very *earnest*, but his words were *incoherent*. We should be *economical* in the use of *flour*.⁸⁷⁵ He will *engage* in the *struggle* if he is needed. Their *equality* was not questioned. I shall *reciprocate* by accepting a dollar or its *equivalent*.⁹⁰⁰ in produce. The benzine in that *crucible* will *evaporate* quickly. What a *glorious* feeling we had when Old Glory was raised. The *hieroglyphic* on his wife's⁹²⁵ *handkerchief* was *unusual*. He made a *horizontal* stroke to *illustrate* the point. Iron is an *indispensable* article. He will *inherit* fifty thousand dollars. The *institute*.⁹⁵⁰ will likewise receive

fifty thousand. Her death was *instantaneous*. If you *intend* to *qualify* for the position, you should *persevere* in your *studies*. I will⁹⁷⁵ acknowledge the *introduction* to the doctor to-morrow. Their *jurisdiction* extended over a large territory. Be sure the different parts are in *juxtaposition*. When will you⁷⁰⁰ *practice* in the laboratory? The *legislation* was not effected as stated by the newspaper. The *legislative* body will meet next week. His *logic* was sound,⁷²⁵ but the *situation* would not warrant such measures. The *modern* American spends too much money for *luxury*. They will *proceed* with the *misdemeanor* case. The⁷⁵⁰ *operation* was only a *partial* success, but the patient is slowly improving. The case, the People *versus* Richard Roe, will be called Monday. They will⁷⁷⁵ *persecute* her without *reason*. The suggestion is not *practical* in this case. He will *precede* me in his remarks. We will *promulgate* his views⁸⁰⁰ on the subject. The *prospectus* was examined carefully before publication. Incorrect *punctuation* may change the meaning of an entire sentence. *Really*, a *quarter* of this⁸²⁵ will be sufficient for the merchant. His vulgarity made him *repugnant* to me. The *revolution* was of short *duration*. One good man or woman may⁸⁵⁰ *revolutionize* a whole community. Be *righteous* in all your ways. The *social* was a great success and the house was filled. The car was *engaged*.⁸⁷⁵ for a *specific* purpose. You should *specify* the kind of wire you desire to buy. The *versatile* man is not easy to *thwart* in his⁹⁰⁰ plans. His *vote* will *strengthen* the minority. His *stupidity* was due to lack of education. The *verdict* of the jury *provoked* the *sympathy* of the⁹²⁵ people. I received many *testimonials* as to her character. The clerk was of a *tranquil* disposition. It is common throughout the whole *universe*. We bought⁹⁵⁰ a *variety* at the *wholesale* price. The *various* members *withdrew* quietly to their homes. The student should choose carefully his *vocation* in life. The

*thermometer*⁹⁷⁵ on the north side of the warehouse registered 4 below zero. Lady Astor was elected to the British Parliament. When will they legislate in regard¹⁰⁰⁰ to vice, gambling, etc? This list contains all the words in the short vocabulary.(1014)

Business Letters

MISCELLANEOUS CORRESPONDENCE.

(From Gardner's Constructive Dictation, Page 80, Letters 1 and 2)

Mr. Harry Van Holdman,
341 Delaware Street,
Baltimore, Maryland.

Dear Sir:

Our superintendent, to whom we sent your letter about operation of²⁵ signals, says he agrees with you. He then adds, "In the last two months we have employed about 109 men and have lost⁵⁰ a number of men of four or five year's experience, who have either enlisted or have gone to work at the Fore River Shipyards. This⁷⁵ has caused a number of new men to get regular work, and it is impossible to teach a new man in four or five days¹⁰⁰ to operate cars as efficiently as the experienced men." He also adds, "Everything possible is being done to instruct the men."

Under these conditions we¹²⁵ feel sure that you will forgive the road for falling short of giving one hundred per cent service. You can understand that those inexperienced men¹⁵⁰ cannot possibly give the service given by the old men, but that in time they, too, will learn.

If conditions do not improve we shall¹⁷⁵ be grateful to you if you will write us another letter.

Cordially yours,(188)

Mr. F. X. Kerisy,
West Branch, Iowa.

Dear Sir:

In compliance with your instructions, I am to-day having an order entered to send to you²⁵ by parcel

post, one tire only, for invalid chair, 14 inches in diameter, requiring a one-inch tire. Shipment will go forward under invoice⁵⁰ 687782.

The reason I suggested your returning the wheel to us so that the tire could be fitted⁷⁵ on, was because I thought you would probably experience some difficulty in doing this yourself, or having it done locally.

Yours very truly,(98)

A Mining Case—IX

(Continued from the June issue)

A I say³¹⁰⁰ it is my recollection I drew it.

Q What day of the week was it?

A I cannot tell you that.

Q Where were you³¹²⁵ when you drew it? A In my office.

Q What time of the day or night was it? A I would not say.

Q They³¹⁵⁰ were drawn up on the same day, weren't they?

A I could not say.

Q You don't have in your mind a distinct recollection of³¹⁷⁵ drawing these contracts in the same transaction, do you? A Not at one time.

Q Probably a week or two intervened between them?

A My³²⁰⁰ recollection is they were dated the same.

Q That may have gotten in your mind by talking to these other parties who thought the dates³²²⁵ were the same, isn't that a fact?

A Mr. Higgins was not here at the time, and this lease was sent back to Louisville for³²⁵⁰ his signature.

Q Do you recollect the kind of paper you used to write it on?

A Ordinary typewriting paper, is my recollection.

Q How³²⁷⁵ many sheets of paper did it cover?

A I think it covered two sheets.

Q It was a contract of some length? A Yes.

Q³³⁰⁰ Have you got it photographed in your mind as to whether you wrote that contract double-space or single-space on your typewriter?

A It³²²⁵ was double-space. I write very few contracts single-space.

Q The reason you think it was double-space is because that is the way³³⁵⁰ you usually write them?

A Yes, sir.

Q You have no mental photograph of that contract in your mind have you?

A Not exactly. I³³⁷⁵ have thought about it thousands of times, but I can't recall everything in it.

Q You wouldn't undertake after that length of time to recite³⁴⁰⁰ the contents of that contract?

A No, I would not.

Q So that it would enable anybody to take it and critically examine it?

A³⁴²⁵ No. My recollection is it covered the land.

Q Oh, yes. It related to this land and 3 per cent royalty? A Yes, sir.

Q³⁴⁵⁰ But you would not undertake to tell the court you could recite the contents of that contract so that you could write it off and³⁴⁷⁵ a party examine it, and determine—(3481)

* * *

Reading is to the mind what exercise is to the body. As by the one, health is preserved, strengthened, and invigorated, by the other, virtue²⁵ (which is the health of the mind) is kept alive, cherished, and confirmed. (38)—Addison.

Short Stories in Shorthand

HER GUIDE BOOK

"I must look in the book to see where I'll go on my vacation."

"A resort directory?"

"No, my bank book." (20)

OVERCOMING HIS SCRUPLES

"No," said the old man, sternly. "I will not do it. Never have I sold anything by false representations, and I will not begin now."²⁵

For a moment he was silent, and the clerk who stood before him could see that the better nature of his

employer was fighting strongly⁵⁰ for the right. "No," said the old man, again. "I will not do it. It is an inferior grade of shoe, and I will never⁷⁵ pass it off as anything better. Mark it, 'A Shoe Fit for a Queen,' and put it in the window. A queen does not have¹⁰⁰ to do much walking." (104)

CAFE A L'EAU

"Well," said the waiter to the diner who had just had his coffee cup refilled for the seventh time, "you must be very fond of²⁵ coffee."

"Yes, indeed," he answered, "or I wouldn't be drinking so much water to get a little." (42)

A STRENUOUS DAY

"Well," nonchalantly inquired the husband, as his wife came home at six p.m. and wearily removed her headgear, "where have you been all day?"²⁵

"Over to Mrs. Gabblet's; went over at ten o'clock this morning and I haven't had my hat off since!"

"Why didn't you take your hat⁵⁰ off?"

"Oh, I thought every minute I'd be going!" (59)

MODERN "BEN"

"You can't have any more cord for your kite. You've used up nearly every bit in the house."

"Aw, don't be stingy, dad! This is²⁵ a dandy kite, and with a little more string I might be able to communicate with Mars." (42)

* * *

E. C. T. A. Convention Report

(Concluded from page 409)

President McMillin, before calling the business meeting, said one of the outstanding features of this convention was the fact that every speaker scheduled on the program appeared with but one exception.

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